

apprenticeship FRAMEWORK

Witness Care

Issued by
Skills for Justice (fire and rescue
services etc)

apprenticeship
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Issued



Witness Care

Information on the Issuing Authority for this framework:

Skills for Justice (fire and rescue services etc)

The Apprenticeship sector for occupations in fire and rescue services, policing and law enforcement, custodial care, courts service, prosecution service, forensic science (also includes Maritime, Legal Services, Youth Justice, Probation/Offender Management, Community Justice).

Issue number: 1	This framework includes:
Framework ID: FR00203	Level 3
Date this framework is to be reviewed by: 01/01/2016	This framework is for use in: England

Short description

This framework has been designed to help attract new entrants, upskill existing staff and develop clear progression pathways in Witness Care. This level 3 framework is aimed at Witness Care Officers working in Witness Care Units in Prosecution and Police Services.

Contact information

Proposer of this framework

The Crown Prosecution Service (CPS) requested development of this framework to provide a tool to upskill existing Witness Care Officers and highlight progression routes into and from the role

Developer of this framework

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Purpose of this framework

Summary of the purpose of the framework

This Advanced Level Apprenticeship framework is aimed at apprentices who work within Witness Care Units. The aim of Witness Care Units is to provide a single point of contact for victims and witnesses, minimising the stress of attending court and keeping victims and witnesses up to date with any news in a way that is convenient to them. Witnesses are essential to successful prosecutions and it is therefore important to make the process as straightforward as possible.

The aim of this framework is to ensure that those working within Witness Care Units provide a high quality of service to victims and witnesses, in line with the aims of the No Witness, No Justice (NWNJ) project (2003). NWNJ is a joint CPS / Police initiative that aims to improve the experiences of prosecution victims and witnesses and ensure they are better informed, better prepared and better supported when attending court.

The service provided to victims and witnesses through NWNJ is tailored to meet their individual needs, so that they are able and willing to attend court, and feel more confident in doing so. This in turn should reduce the number of trials either abandoned or adjourned, help bring more offenders to justice, improve public confidence in the Criminal Justice System and help reduce public spending.

This support is provided primarily through the dedicated Witness Care Units, staffed by CPS and Police Witness Care Officers. This Apprenticeship framework is designed to complement and reinforce the desired outcomes of the Witness Care Units which include:

- increased victim/witness satisfaction
- improved public confidence
- better performance at bringing more offences to justice
- preventing money being wasted on ineffective trials

This framework also complements the aims of the Code of Practice for Victims of Crime (the Victims' Code) which was launched on 3 April 2006 and the Witness Charter.

The Victims' Code sets out the minimum standards of services victims can expect to receive from each agency within the Criminal Justice System, and offers an enhanced service for vulnerable and intimidated victims and witnesses. The framework is designed to ensure that the standards within this code are upheld and adhered to within Witness Care Units.

The Witness Charter (2008) has been developed to tell witnesses how they can expect to be treated by the Criminal Justice agencies if they are a witness to a crime or incident. The charter sets out what help and support each witness can expect to receive at every stage of

the process and this framework aims to promote adherence to the commitments outlined in the charter within Witness Care Units.

This framework will help to address current and future workforce challenges, specifically:

- awareness and implementation of statutory obligations & non-statutory commitments to victims & witnesses
- maintaining high levels of motivation of staff
- retaining talent and experience
- achieving greater efficiency

This Apprenticeship will also contribute to meeting the skills priorities for England by:

- providing flexible access to a high quality Level 3 skills programme
- incorporating skills to improve the general literacy, numeracy and ICT in England
- using technical and competence qualifications, valued by employers, to increase productivity
- developing apprentices' Personal Learning & Thinking Skills, to build their confidence and creativity, improving their social and working lives
- developing apprentices' employability skills, making them more attractive to all employers whichever career they choose

Aims and objectives of this framework (England)

Aim:

To create a nationally approved Apprenticeship framework, combining skills and knowledge, that provides both a way to up skill existing staff and a work based entry route into Witness Care roles. The framework will improve the flexibility of staff so that they are more adaptable, helping them to move into different roles within this service.

Objectives:

- to provide a standardised programme of learning and development, incorporating transferable skills which apply to Prosecution services, Police services and the wider Justice sector
- to contribute to increasing the number of staff qualified to Level 3
- to develop problem solving, communication, team working and literacy and numeracy skills, which are a priority for the sector
- to promote awareness and implementation of statutory obligations & non-statutory commitments to victims & witnesses
- to promote a higher standard of training, leading to improved opportunities for staff

For further information about sector priorities see the Sector Qualifications Strategy on the Skills for Justice Website: www.skillsforjustice.com/Products-Services/Publications-briefings-and-reports

Entry conditions for this framework

Although there are no formal entry requirements for this framework the following are indicative of the type of person that employers look for:

Apprentices should be willing to work in a team environment whilst also being able to work using their own initiative, have attention to detail and be keen to work in this sector. Witness care officers work with members of the public so applicants should also feel comfortable working with a variety of people from a diverse range of backgrounds.

Due to the nature of the work it should also be noted that, for the majority of roles, successful applicants will be subject to a Criminal Records Bureau Check or similar, depending upon the role and/or location.

Initial assessment **MUST NOT** be used as an entry tool. However training providers may use initial assessment to identify the support and learning needs of apprentices.

Level 3

Title for this framework at level 3

Advanced Level Apprenticeship in Witness Care

Pathways for this framework at level 3

Pathway 1: Witness Care

Level 3, Pathway 1: Witness Care

Description of this pathway

Witness Care (Police and Prosecution Units)

The total number of credits that an apprentice must attain on the Qualifications and Credit Framework (QCF) for the pathway is **57**. This is achieved through the completion of the Knowledge, Competence and Transferable Skills qualifications.

Entry requirements for this pathway in addition to the framework entry requirements

There are no additional entry requirements for this pathway. General entry requirements are specified in the general entry conditions section.

Job title(s)	Job role(s)
Witness Care Officer	Provide an enhanced level of information to victims and witnesses. Respond to victim & witness enquiries, manage paperwork & basic IT systems, conduct needs assessments & provide support options to victims & witnesses. Liaise with other agencies on victim & witness issues.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 NVQ Certificate in Witness Care					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	600/2155/X	ProQual	32	145	N/A
C1b	600/1047/2	NCFE	32	145	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Award in Knowledge of Witness Care					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	600/2262/0	ProQual	10	48	N/A

Combined qualifications available to this pathway

N/A

Notes on competence and knowledge qualifications (if any)

K1a provides the underpinning knowledge and understanding for C1a-b.

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

English	Minimum level or grade	Credit value
Functional Skills qualification in English	2	5
GCSE qualification in English (with enhanced functional content)	C	5
Key Skills qualification in Communication achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE Qualification in English*	C	N/A
A' Level or AS Level qualification in English Language*	E	N/A
A' Level or AS Level qualification in English Literature*	E	N/A
A' Level or AS Level qualification in English Language and Literature*	E	N/A
GCSE or O' Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Language**	A	N/A
A' Level or AS Level qualification in English Literature**	A	N/A
A' Level or AS Level qualification in English Language and Literature**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	2	5
GCSE qualification (with enhanced functional content) in Mathematics	C	5
Key Skills qualification in Application of Number achieved either before September 2013 as part of the Apprenticeship, or...*	2	5
GCSE qualification in Mathematics*	C	N/A
A' level or AS Level qualification in Mathematics*	E	N/A
A' Level or AS Level qualification in Pure Mathematics*	E	N/A
A'Level or AS Level qualification in Further Mathematics*	E	N/A
GCSE or O'Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Mathematics**	A	N/A
A' Level or AS Level qualification in Pure Mathematics**	A	N/A
A' Level or AS Level qualification in Further Mathematics**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

ICT	Minimum level or grade	Credit value
Functional Skills qualification in Information and Communications Technology (ICT)	2	5
GCSE qualification in ICT (with enhanced functional content)	C	5
Key Skills qualification in ICT achieved either before September 2013 as part of the Apprenticeship, or... *	2	5
GCSE qualification in ICT*	C	N/A
A' Level or AS Level qualification in ICT*	E	N/A
GCSE or O'Level qualification in ICT**	A	N/A
A' Level or AS Level qualification in ICT**	A	N/A

* achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.

** achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.

Inclusion of Information and Communications Technology (ICT)

ICT has been included in this framework as it is relevant to the effective performance of Witness Care Officers.

Progression routes into and from this pathway

Progression into this pathway

Entry into this pathway may be:

- direct entry from a school or college
- from the 14-19 Diploma in Public Services
- from the Intermediate Level Apprenticeship in Court, Tribunal & Prosecution Administration
- direct entry from another occupation e.g. Prison Custody Officer/Prison Officer, Customer Service Adviser
- direct entry for existing staff working within the Prosecution/Police Service

Progression from this pathway

Jobs:

- more senior roles within Witness Care Units e.g. Witness Care Manager and then with significant further experience/qualifications it may be possible to progress to higher management roles such as Senior Witness Care Unit Manager.
- other roles within the Justice sector, for example: within the Police Service, Prison Service, Probation Service

Further training and qualifications including:

- Level 3/4 NVQs relating to the sector e.g. Custodial Care, Court/Tribunal Operations, Legal Advice (depending on roles and responsibilities)
- Level 3/4 NVQs in more general areas e.g. Business Administration, Customer Service, Management & Leadership
- Advanced and Higher Level Apprenticeships e.g. Management & Leadership, Customer Service, Business Administration
- bespoke training courses e.g. ILEX Level 3 Certificate in Criminal Prosecution

For more information on careers see the Skills for Justice website at: www.skillsforjustice.com/What-we-do/For-individuals/Careers

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UCAS points for this pathway: N/A

Delivery and assessment of employee rights and responsibilities

Employee Rights and Responsibilities (ERR) is a mandatory part of all Apprenticeships. All apprentices must understand their rights and responsibilities with regards to equal opportunities and health and safety. It is important that all apprentices receive a thorough induction into their organisation. This induction can contribute evidence and examples towards meeting the requirements for ERR. The Skills for Justice Workbook for Apprentices must be completed as part of the Apprenticeship framework. The apprentice must gather evidence and complete the workbook under the supervision and guidance of their assessor/manager.

The course of training in ERR must be designed so that the apprentice:

- knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers
- knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
- knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
- understands the role played by their occupation within their organisation and industry
- has an informed view of the types of career pathways that are open to them
- knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
- knows where and how to get information and advice on their industry, occupation, training and career
- can describe and work within their organisation's principles of conduct and codes of practice
- recognises and can form a view on issues of public concern that affect their organisation and industry

How to meet the requirements for ERR

A declaration must be signed and dated by the apprentice, learning provider and employer to confirm that the apprentice has covered the target areas and criteria.

Evidence of achievement of ERR

The declaration, in Appendix A of the Workbook for Apprentices, must be returned to Skills for Justice with the certificate claim form, on completion of the Apprenticeship framework.

For a copy of the Skills for Justice Workbook for Apprentices, please see the following link: www.skillsforjustice.com/Products-Services/Professionalisation/Apprenticeship-Frameworks

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Black & Minority Ethnic (BME) staff across the Prosecution Service account for 13% of the workforce. This is higher than the UK workforce which is around 9%. It is also significantly higher than the Justice sector average of 5%

A key concern of the sector is that it does not reflect the community it serves.

- whilst the wider Justice sector workforce has an almost 50/50 balance of males and females (which reflects that of the UK workforce as a whole) males are currently under represented in the Prosecution service; 33% of the Prosecution service workforce are male

Likely reasons which have contributed to this imbalance include:

- a perception of the sector as poorly paid and a perceived lack of career opportunities may be limiting the number of applicants
- people wishing to enter the sector are often unaware of the breadth of opportunity and different roles that the Justice sector offers, as well as the scope of career pathways on from these roles, in particular the ways in which they could enter one area of the Justice sector by transferring skills gained in another area of Justice
- lack of an Apprenticeship route which offers a high quality standardised programme of training and development within Prosecution Services and across the wider Justice sector
- a perception, by some, that the role is more suited to women

In order to address these issues, awareness of Witness Care and the Justice sector generally as a profession is being raised through:

- development of Apprenticeships to create progression routes into and from the occupations in Witness Care
- producing careers information, advice & guidance including: career progression pathways and case studies

For more information visit the careers section of the Skills for Justice website: www.skillsforjustice.com/what-we-do/for-individuals/careers/

[forjustice.com/what-we-do/for-individuals/careers/](http://www.skillsforjustice.com/what-we-do/for-individuals/careers/)

Apprenticeships are seen as a vital route to encourage and facilitate a greater diversity of individuals into the industry, therefore entry conditions to this framework are extremely flexible, mentoring has been included to offer additional support and increase the chances of apprentices completing the programme. There is a mandatory unit for equality and diversity in the competence qualification for this framework.

Training providers and employers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within the industry, using the 9 protected characteristics of:

1. age
2. disability
3. gender
4. gender reassignment
5. marriage and civil partnerships
6. pregnancy and maternity
7. race
8. religion and belief
9. sexual orientation

Skills for Justice will monitor take up and achievement of all Apprenticeships in the Justice Sector as part of its Apprenticeship strategy and take steps to address any barriers to take up and achievement as part of its Sector Qualifications Strategy.

On and off the job guided learning (England)

Total GLH for each pathway

The total amount of Guided Learning Hours (GLH) which includes both on and off the job guided learning is 355 GLH. For the average apprentice this will take approximately 12 months.

Minimum off-the-job guided learning hours

An apprentice will need to complete a minimum of 210 GLH off the job (59% of the total GLH), over approximately 12 months for this framework.

How this requirement will be met

The requirement for off the job guided learning is calculated as follows:

- 48 GLH Level 3 Award in Knowledge of Witness Care
- 45 GLH Level 2 Functional Skill in Maths (or alternative - see transferable skills section)
- 45 GLH Level 2 Functional Skill in English (or alternative - see transferable skills section)
- 45 GLH Level 2 Functional Skill in ICT (or alternative - see transferable skills section)
- 5 GLH Appraisals related to this Apprenticeship programme
- 10 GLH for ERR and Induction (to reflect the % of time for induction and ERR delivered/completed off the job)
- 12 GLH minimum for mentoring

GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers and guided study
- be recorded e.g. in a log book or diary

Evidence of off the job GLH:

- Level 3 Award in Knowledge of Witness Care
- Level 2 Functional Skills certificates for Maths, English and ICT (or alternative - see transferable skills section)
- completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook)
- coaching and mentoring record, log or diary - not required at certification

Providers will be responsible for ensuring that the minimum off the job GLH has been met when apprentices apply for Apprenticeship certificates. For more information on certification see the following link: www.skillsforjustice.com/Products-Services/Professionalisation/Apprenticeship-Certification

Minimum on-the-job guided learning hours

For this pathway an apprentice will need to complete a minimum of 145 on the job GLH.

How this requirement will be met

The requirement for on the job guided learning is calculated as follows:

- 145GLH Level 3 NVQ Certificate in Witness Care

On the job GLH should:

- achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited

elements of the framework

- be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- be delivered during contracted working hours
- be delivered through one or more of the following methods: individual and group teaching, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers

Evidence for on the job GLH:

- Level 3 NVQ Certificate in Witness Care
- completion of the declaration in Appendix A of the Skills for Justice Workbook for Apprentices which confirms that requirements for GLH have been met (please see the section on ERR for more details about the workbook). This workbook will be used to evidence PLTS, ERR and GLH

Providers will be responsible for ensuring that the minimum off the job GLH has been met when apprentices apply for Apprenticeship certificates. For more information on certification see the following link: www.skillsforjustice.com/Products-Services/Professionalisation/Apprenticeship-Certification

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

There are six Personal, Learning and Thinking Skills (PLTS) that provide a framework for describing the qualities and skills needed for success in learning and life.

Personal Learning and Thinking Skills (PLTS) have been mapped to the competence based qualification for this framework. This mapping gives an indication as to the most likely places where each of the PLTS can be demonstrated. However the PLTS can be demonstrated throughout the whole Apprenticeship. Apprentices must be introduced to PLTS during induction so that they learn to recognise when they are achieving the skills for themselves. Apprentices, line managers and providers must provide examples and evidence in the Workbook for Apprentices of where each of these skills have been demonstrated.

How to meet the requirements for PLTS:

On completion of the framework the learning provider, apprentice and line manager should complete the declaration in Appendix A of the Workbook for Apprentices to confirm that PLTS have been demonstrated.

The Workbook for Apprentices and PLTS Mapping document can be downloaded at the following link: www.skillsforjustice.com/Products-Services/Professionalisation/Apprenticeship-Frameworks

As part of this framework apprentices must achieve the standards set out below:

Creative thinking

Creative Thinking involves:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change

Creative thinking can be delivered and demonstrated through the following units:

- AA1 Equality & Diversity
- DE10 Notify victims and witnesses of the outcomes of cases and address their reactions
- DE6 Establish details and contact regarding new or repeat victims and witnesses
- DE7 Undertake needs assessments of victims and witnesses

Independent enquiry

Independent Enquiry involves:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Independent enquiry can be delivered and demonstrated through the following units:

- DE10 Notify victims and witnesses of the outcomes of cases and address their reactions
- DE6 Establish details and contact regarding new or repeat victims and witnesses
- DE7 Undertake needs assessments of victims and witnesses

Reflective learning

Reflective Learning involves:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences

Reflective learning can be delivered and demonstrated through the following units:

- AA1 Equality & Diversity
- DE10 Notify victims and witnesses of the outcomes of cases and address their reactions
- DE6 Establish details and contact regarding new or repeat victims and witnesses
- DE7 Undertake needs assessments of victims and witnesses

Team working

Team Working involves:

- collaborating with others to work towards common goals

- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Team working can be delivered and demonstrated through the following units:

- AA1 Equality & Diversity
- DE10 Notify victims and witnesses of the outcomes of cases and address their reactions
- DE6 Establish details and contact regarding new or repeat victims and witnesses
- DE7 Undertake needs assessments of victims and witnesses

Self management

Self Management involves:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions
- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships

Self management can be delivered and demonstrated through the following units:

- AA1 Equality & Diversity
- DE10 Notify victims and witnesses of the outcomes of cases and address their reactions
- DE6 Establish details and contact regarding new or repeat victims and witnesses
- DE7 Undertake needs assessments of victims and witnesses

Effective participation

Effective Participation involves:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well as yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own.

Effective participation can be delivered and demonstrated through the following unit:

- DE10 Notify victims and witnesses of the outcomes of cases and address their reactions
- DE6 Establish details and contact regarding new or repeat victims and witnesses
- DE7 Undertake needs assessments of victims and witnesses

Additional employer requirements

N/A

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